

Education in social sciences and history: the case of the faculty of educational sciences of the Universidad Tecnológica De Pereira (1970-2017)

La formación en ciencias sociales e historia: el caso de la facultad de ciencias de la educación de la Universidad Tecnológica de Pereira (1970-2017)

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Abstract

This article outlines different stages of education in social sciences at the Faculty of Education of the Universidad Tecnológica de Pereira, articulated with the national and international context. We adhere to the conception of Jaime Jaramillo Uribe on the

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history of education as cultural and political history, to analyze the double perspective of internal history, which accounts for the different relationships between the field of knowledge and disputes of a curricular nature; besides, external history, represented in the contexts of each era in the reforms emanating from the State that generated contradictions in the academic communities, which resulted in ideological conflicts within the university between political sectors, and in the recurring tensions between modernization and autonomy.

It is about to analyze historically the relationships between the teacher education at the School of Social Sciences of the UTP and the curricular restructuring that were deciding in the search for interdisciplinarity, in the regulatory adjustments to the 1991 Constitution and Law 115 / 94, in addition to the tensions between the local and the global, neoliberalism, interculturalism, defense of the environment. This research was carried out under the historical-critical method, based on the approach of oral sources and institutional archives.

Keywords: Teacher Education; School of Social Sciences; Education History; Teaching of History; Faculty of Educational Sciences; Universidad Tecnológica de Pereira.

Resumen

Este Artículo esboza diferentes etapas de la formación en ciencias sociales en la Facultad de Educación de la Universidad Tecnológica de Pereira, articuladas con el contexto nacional e internacional. Nos adherimos a la concepción de Jaime Jaramillo Uribe sobre la historia de la educación como historia cultural y política, para analizar en la doble perspectiva de historia interna, que da cuenta de las distintas relaciones entre el campo del saber y las disputas de índole curricular; y de otro lado, la historia externa, representada en los contextos de cada época, en las

reformas emanadas por el Estado que generaron contradicciones en las comunidades académicas, lo que se tradujo en conflictos ideológicos dentro de la universidad entre sectores políticos, y en las tensiones recurrentes entre modernización y autonomía.

Se trata de analizar históricamente las relaciones entre la formación de docentes en la Escuela de Ciencias Sociales de la UTP y las reestructuraciones curriculares que se iban decantando en medio de la búsqueda de interdisciplinariedad, en los ajustes normativos a la Constitución de 1991 y la Ley 115/94, además de las tensiones entre lo local y lo global, neoliberalismo, interculturalidad, defensa del medio ambiente. Esta investigación se realizó bajo el método histórico-crítico, fundamentado en el abordaje de fuentes orales y archivo institucional.

Palabras Clave: Formación Docente; Escuela de Ciencias Sociales; Historia de la Educación; Enseñanza de la Historia; Facultad de Ciencias de la Educación; Universidad Tecnológica de Pereira.

1. Introduction

The Universidad Tecnológica de Pereira (UTP) and the graduate education (1961-1967).

The UTP was created by Law 41 of December 15th 1958, within the framework of what María Teresa Uribe and other scholars on the subject have identified as the massification and modernization of higher education in Colombia, a time that has been understood since the 1960s of the 20th century in which the need to expand the coverage of Higher Education through the creation of new universities in the regions, to contribute to economic and industrial development and to launch decentralized

educational projects³. This university started its academic offering in 1961 under the administration of its founder and first rector, Dr. Jorge Roa Martínez, with the collegiate programs of Electrical, Mechanical, and Industrial Engineering (Acevedo, Rodríguez and Giraldo, 2009, p. 290-291).

Four years later, Dr. Roa Martínez argued that the institution should not stop in its development and, consequently, should extend its teaching to other fields of science (Act 90/1965, of November 12th, of the Superior Council of the Universidad Tecnológica de Pereira). There, they began to talk about the creation of a Faculty of Educational Sciences at the UTP, a fact that was specified in 1965 in a session of the Board of Directors (Act 90/1965, of October 19th, of the Board of Directors of the Universidad Tecnológica de Pereira) in which it was approved that this new academic unit would begin its operation in the year 1967 (Act 10/1967, of May 19th, of the Directive Council of the Universidad Tecnológica de Pereira)⁴. The creation of this new Faculty also found justification in the recommendation of the Colombian Association of Universities (ASCÚN) to create a faculty of education in each university in the country (Act 90/1965, of the Board of Directors of the UTP), consolidating what in the History of Education has been cataloged as the second generation of Educational Sciences Faculties (Correa, Agudelo and Niño, 2018, p. 65-67)⁵, heirs of the first generation undergraduate programs

3 María Teresa Uribe, coord., *Universidad de Antioquia: historia y presencia* (Medellín: Editorial Universidad de Antioquia, 1998); Yvon Le Bot, *Educación e ideología en Colombia* (Bogotá: Editorial La Carreta, 1979); Carlos Alberto Molina, *FUN-ASCÚN en la historia del sistema universitario colombiano, 1958-1968* (Bucaramanga: Ediciones UIS, 2013); Fernán E. González, *Educación y Estado en la historia de Colombia* (Bogotá: Editorial Presencia, Centro de Investigaciones de Educación Popular (CINEP), 1979); Ricardo Lucio y Mariana Serrano, *La educación superior: Tendencias y políticas estatales* (Bogotá: Universidad Nacional de Colombia, 1992).

4 The Physics and Mathematics Bachelor program began academic work in the second semester of 1967 with twenty-three students. 5 The second generation of Faculties of Educational Sciences is composed by the faculties created between the decades of the sixties and seventies of the twentieth century in the following Colombian universities: Universidad Nacional Sede Bogotá (1959), Universidad del Atlántico (1961), Universidad del Valle (1962), Universidad del Quindío (1962), Universidad de Nariño (1962), Universidad del Tolima (1967), Universidad Tecnológica de Pereira (1967), Universidad de Córdoba (1968), Universidad del Cauca (1972) and Universidad de de Caldas (1973).

(Ríos Beltrán, 2007) and of the Escuela Normal Superior itself, but who distanced themselves due to the tensions between the pedagogical and disciplinary components, as will be explained later (See: Ríos Beltrán, 2007).

Thus, the Faculty of Educational Sciences of the UTP (FCE-UTP) began its academic work in 1967 with a Bachelor's Degree in Physics and Mathematics (Correa, Agudelo and Niño, 2018, p.72-76)⁵. In 1969 some budgetary problems became evident in the Faculty, which led its dean, Dr. Roberto Valencia Patiño, to propose the aperture of extracurricular programs to solve the said deficit. Given this, the Board of Directors issued a favorable decision, and the courses of Child Psychology, General Didactics, History of Culture, and Contemporary Poetry were opened, all with an intensity of 45 semester hours and with an enrollment of fifteen students (Act 23 / 1969, of July 2nd, of the Board of Directors of the Universidad Tecnológica de Pereira). These courses were the gateway to the Faculty of Educational Sciences for basic education teachers who had a normal school degree with more humanistic concerns and who at the same time were seeking to advance in their professional training, since to date in Risaralda there were only approximately ten professors with a Bachelor's degree (Mario Vélez García, interview, November 18th, 2015), which made the need for the Faculty to offer an alternative for professionalization to the department's teachers imperative; this was what made the creation of new Bachelor programs possible in subsequent years.

As stated in the Memorandum OP-078-A of February 4th, 1970 sent by the Planning Office to the Rectory of the University, the Faculty had structured a project to create three new areas: Social, Psychology and Educational Administration, and Biological and Chemistry (Memorandum OP-078-A of February 4th, 1970. Annex to Act 02/1970, of February 5th, of the Superior Council of the Universidad Tecnológica de Pereira). These areas would have

⁵ This Degree was modified on several occasions, being subsequently offered as a Degree in Mathematics and Physics, which was transferred to the Faculty of Basic Sciences of the UTP in 1985.

a duration of four academic semesters and would grant the title of Expert, in compliance with the provisions issued by Decree 1964 of 1969, by which higher education establishments are authorized to organize short and medium duration academic programs in educational sciences. Of the three, the functioning of the Social and Psychology and Educational Administration areas were approved, which were consolidated between 1970 and 1971 as the Bachelor of Social Sciences and the Bachelor of Psychopedagogy and Audiovisual Techniques, respectively (Memorandum OP-078- A of February 4th, 1970).

1.1 The first years of education in social sciences at the FCE-UTP (1970-1984).

The School of Social Sciences of the FCE-UTP was created through Resolution 0017 of July 27th, 1970. In the second semester of the same year, Luz Ángela Gómez de Lizcano was hired, who was the teacher in charge of guiding the first courses in this School and, therefore, to develop the study plan for the Bachelor of Social Sciences, which was approved by Agreement 10 of 1971 of the Academic Council of the UTP.

As Carlos Ramiro Bravo states, this study plan is related to the one of the Universidad Pedagógica Nacional, which is coherent if it is taken into account that Professor Luz Ángela Gómez graduated from that institution (Bravo Molina, 2003, p. 669). However, this program inherited the tradition of historical-geographical studies of the Faculty of Educational Sciences of the Universidad Nacional from the early 1930s, of the historical-ethnological program of the Escuela Normal Superior, and the programs in Social Sciences of the Universidad Pedagógica y Tecnológica de Colombia, and the University of Lomonosov and Patricio Lumumba of the Soviet Union. This means that the Bachelor of Social Sciences of the UTP had a historical-geographical component of german influence, at the same time that it was nourished by the experience of the with the Escuela Normal Superior, with the scientific contributions of the French ethnology represented in Paul

Rivet and the German Justus W. Schottelius, and of the German pedagogy embodied in Julius Sieber (*ibid.*, P. 671). Besides, some references and approaches from the New History, from Marxist-Engelsian historiography and the School of Annals were already being appropriated, while in the anthropological and geographical components were studied the contributions of the functional-structural approach of the American anthropologist Melville Herskovits and the French anthropologist Claude Lévi-Strauss, as well as Ernesto Guehl's approach to continental geographies and regional geography, respectively (*ibid.*, P. 672).

During the decade of the seventies, more professors came to make up the teaching staff of the Faculty of Education Sciences, which also contains information on the first students of the Bachelor of Social Sciences -, and specifically of the School of Social Sciences, a fact that coincided with a national panorama that was characterized by strong social mobilization and political-ideological radicalization in opposition to secrecy and the exclusionary and antidemocratic character that was perceived within the scheme of the National Front (1958-1974). This opposition was also exerted against the interventionism of the United States in the economic and educational policies of Latin American countries - specifically Colombia - and in particular with the launch of the Alliance for Progress, as a way to slow down the advance of communist ideas in the region and the country. It should be noted here that the movements, groups, and leaders of the left-wing in Colombia had been the visible target of persecution and stigmatization, to the extent of being associated with the guerrilla groups that had emerged in the sixties (Correa and Niño, 2018: 59-60).

In this context, the teaching of the social sciences was part of an option for an emancipatory critical formative project that would respond to the demands posed by a time of profound social, cultural, and political transformation. Hence, as proposed by Carlos Ramiro Bravo, the academic aims of the education of

social sciences teachers were conceived based on an "ideologizing" trend or, as he calls it, a "left-wing student" trend that lasted during throughout the decade of the seventies until well into the eighties (Bravo Molina, 2003, p. 60-64)⁶. Bravo managed to show that the School of Social Sciences, and to a great extent the FCE of the UTP, oriented their academic work in a close relationship with the political struggles and demands that characterized social movements at that time and particularly the actions of the left-wing, an aspect that was also evident in the faculties of other universities in the country that offered careers related to the social sciences. All these configured formative scenarios in social sciences in which epistemological reflections on:

(...) the various forms of expression of the Latin American reality, rethinking the methods, practices, and theoretical models of positivism by new critical-social paradigms, which at the time were considered the most elaborate and scientific, consequently not being alien to certain dogmatisms and over-ideologizations, which obviously had their repercussions on the progress of the Social Sciences. (Bravo Molina, 2000, p. 127)⁷

The said "ideologizing" tendency in the education of social science teachers was not unrelated to the educational policies that at the national level came to regulate how social sciences should be taught in basic education institutions. Indeed, the development of didactic-pedagogical tendencies and conceptions of instructional behaviorism and educational technology between 1960 and 1980 (Bravo Molina, 2003, p. 60-64), led the Colombian State to change its place and its strategy of control

6 As well, it should not be forgotten, that a large part of the professors at the FCE-UTP School of Social Sciences belonged to the Communist Party, which means that this "ideologizing" tendency may make more sense when it comes to understanding how the training of graduates in was given in this academic unit.

7 It should be noted here that the vast majority of the professors at the FCE-UTP School of Social Sciences were affiliated with the Communist Party. Besides, they approached the study of history and in general the social sciences from the postulates of historical materialism, the critical theories of the Frankfurt School and approaches to critical and liberating education.

over the teaching of history, directing and deciding on content and methodologies, “(...) through the formulation of study plans or general schemes, increasingly seeking to have control over the teacher's work; [sharing] the inspection on school texts with the Colombian Academy of History” (González Lara, 2012, p. 68). In this way, the teaching of history went through a kind of epistemological transition “(...) from anecdotal, jingoistic, descriptive and memoristic history to a history of economic, political, social, ideological, structural, explanatory, holistic and dialectical content, both in the faculties and in the schools” (Bravo Molina, 2000, p. 128).

The education in the Bachelor of Social Sciences of the FCE-UTP thus had a first stage between the seventies and eighties of the twentieth century, which was motivated towards the development of critical judgment and constructive thinking that led to a true interpretation of the human being versus space and time, and that it sought to promote a defined conscience about national problems, creating at the same time the will to serve and the desire to contribute to the search for correct solutions in society (Act 50/1971, of December 9th, of the Board of Directors of the Universidad Tecnológica de Pereira). This educational purpose was not substantially transformed in the following years, even though the Bachelor's Degree underwent a curricular restructuring as a result of the new educational policies issued by the Ministry of National Education.

1.1.1 A curricular restructuring: integrated social sciences (1984-1994).

In 1984, a new regulation was issued for preschool, basic and secondary education in the country: Decree 1002, which establishes the curriculum for preschool, basic (primary and secondary), and vocational secondary education in formal Colombian education. With that, the school social sciences (history and geography) were grouped into the same area: Social

sciences, a fact that meant a curricular restructuring in university education programs for graduates in this field. It is necessary to clarify that this new regulation was the product of the suggestions that the historians Jaime Jaramillo Uribe and Jorge Orlando Melo made to the Ministry of National Education in the 1970s in the report "Claves para la enseñanza de la Historia", in which they argued that History and geography were two school disciplines that had to be approached simultaneously in the teaching processes in basic education, while the knowledge of each is closely related to each other (Melo, Claves para la enseñanza de la Historia). This new epistemological conception of the teaching of the social sciences introduced a trend concerning academic purposes in the education of graduates between 1980 and 1990, which consisted of a scientific approach to the structures of school disciplines, that is, in a different way of relating and interconnecting the disciplinary components in the educational process. However, paradoxically, this is the same time in which the study plans of the licenses in the faculties of educational sciences were retracted again towards the unidisciplinary model of history or geography (Bravo Molina, 2003, p. 60-64).

Under this view, the Academic Council of the Universidad Tecnológica de Pereira approved the modifications to the study plan of the Bachelor of Social Sciences. In general terms, this restructuring of the curriculum showed a blurring of the components of other disciplines of the social sciences, specifically anthropology, which became part of the subject programs of the historical discipline. Furthermore, it is relevant to emphasize the presence of two new subjects in the 1984 curriculum dedicated to social research, which grouped the disciplinary seminars in sociology, history, and geography that were oriented in the previous curriculum. This explains why it has gone from a foundational curriculum that placed its emphasis on the theoretical field, towards a modified curriculum that began to focus its attention on the professional investigative component materialized in the completion of degree work (2000, 129 -130).

Finally, it draws attention to the fact that disciplinary subjects in history kept a thematic or temporal- specificity in the new 1984 curriculum: the history of primitive societies, slave societies, societies in transition, feudal societies, capitalist societies, and history of contemporary problems in Asia and Africa, in addition to those that already existed in the History of Colombia and America. This is especially revealing, insofar as Jaramillo Uribe and Melo's suggestions went in another way:

The teacher of History and Social Sciences must handle a set of concepts, such as slavery, feudalism, socialism, bourgeoisie, proletariat, democracy, etc. The good connoisseur of history knows that these types of concepts should not be taken as abstractions that help to characterize an era or a society, but which also acquire particular nuances and forms in peoples and nations, in times and periods. Also, that several of these ways of presenting cultural life, social or political life can coincide in any era or town. For instance, in a country like Colombia, forms of capitalist organization (modern city industry) and semi-feudal forms of agricultural life may coincide (peasants in debt through land leasing, who therefore lose their mobility and are practically linked to the property of the landowner). Modern democracy takes many forms and manifestations. It may be highly developed in England, but it is imperfect and hardly constitutes an ideal in many countries of the world, especially in today's so-called third world or a world of underdevelopment.

There is an old European bourgeoisie, with a very precise culture and way of life (for example in France), but the bourgeoisie in other countries (in the case of Latin America) is barely developing, is relatively young, and has many features cultural and psychological characteristics of these countries, of their tradition and their specific culture (Melo, Keys for the Teaching of History).

This plausible contradiction in the curricular restructuring of the Bachelor of Social Sciences, within the framework of the guidelines of Decree 1002 of 1984 and the suggestions made by these two historians, could be the reflection of a generalized situation in the other faculties of education of the country, of the non-appropriation of the “interdisciplinary” integrationist policy that the reform of the Ministry of Education proposed. According to Carlos Ramiro Bravo, this policy “(...) did not mean a transcendental step due to the exclusion of teachers and the educational faculties themselves” (Bravo Molina, 2000, p.134). Besides, and as several historians have stated today, Decree 1002 of 1984 did not generate substantial changes in the way history was being taught in basic education institutions, since teaching based on counts and chronological sequences prevailed more than on Historical concepts and problems, without dialogues between basic education teachers and professional historians:

Although it was intended to change the relationship between the educational system and producers of historical and social knowledge, the curricular structures remained unchanged in the approaches to political history, partially incorporating the proposals of professional historians (Acevedo and Samacá, 2012, p 233).

In general terms, the Bachelor of Social Sciences of the Universidad Tecnológica de Pereira continued its academic work from its creation in 1971 until the eighties without major trauma, except in some situations such as the National University Strike of 1971 and the National Civic Strike of 1977, in which the connection between professional training and the political actions of students and teachers was seen much more explicitly. It is also worth saying that both students and teachers were fundamental actors in the transformation of the cultural and political scene in the city of Pereira, since their academic contributions and political struggles laid the foundations for new projects and processes. This is the case of the creation of the House of Women and the Family

in 1983 by Professor Stella Brand de Prado; the emergence and consolidation of the Afro-Colombian Movement “Cimarrón” by the graduates Américo Portocarrero and later Iván Vergara; the creation and edition of the journal Cuadernos de Ciencias Sociales by Professor Luz Ángela Gómez between 1985 and 1992; and countless academic meetings and seminars that were promoted from within the School of Social Sciences (Bravo Molina, 2003, p. 673).

From this first stage of the School, it can be concluded that, despite the curricular renewal that took place in 1984, the disciplinary component of history continued in the curriculum without substantial changes in terms of the curricular contents and teaching methods. For its part, the research approach in social sciences was strengthened with the inclusion of Social Research seminars as support for the preparation of the degree work to qualify for the professional title. However, weaknesses continued to be evidenced in strengthening the line of local histories (2000, p. 134) and in general in scientific research from the School, since the efforts continued to fall on teachers individually, an aspect that also accounts for the profound weaknesses in the conformation of academic communities that not only the School of Social Sciences but the Faculty of Education Sciences has had (p. 134).

1.1.2 The School of Social Sciences is transformed: from social sciences to ethnoeducation and community development (1995).

By 1995, the Bachelor of Social Sciences of the Faculty of Education Sciences of the UTP already had more than twenty years of experience. Nevertheless, some difficulties were already becoming evident with the offer and enrollment of this academic program, to the point that for the first semester of 1995 no enrollments had been received. This fact led to the fact that on April 20th of the same year, the Dean of the Faculty at that time, Professor Víctor Zuluaga Gómez, submitted a request to the

Academic Council of the UTP to temporarily suspend registrations for the Bachelor's Degree, covered by the announcement of the Secretariats Departmental and Municipal Education that there was an oversupply of Graduates in Social Sciences and Spanish and Audiovisual Communication (Correa, Agudelo and Niño, 2018, p. 144). Indeed, until the second semester of 1994, a total of 858 Graduates in Social Sciences had graduated, a figure equivalent to 39.74% of the 2,159 graduates of all undergraduates from the FCE-UTP, and barely followed by 35.57% that corresponded to the Graduates in Spanish and Audiovisual Communication, which was the other undergraduate program that was still offered in the faculty at the beginning of the nineties⁸.

The resolution to indefinitely close the academic offer for the Bachelor of Social Sciences coincided with the startup of a new undergraduate degree at the FCE-UTP: the Bachelor of Ethnoeducation and Community Development, whose project had been prepared by the professors of the School of Social Sciences Morelia Pabón, Carlos Arturo Escobar, Carlos Ramiro Bravo, and Gildardo Rivera (p. 146-147)⁹, and that had been approved by the Academic Council of the UTP.

Before proposing an interpretation regarding the curriculum of this program, it is worth noting that the rise of a Bachelor's Degree in Ethnoeducation and Community Development at the FCE-UTP in the mid-nineties is linked to a national panorama in which gradually the debates on ethnicity were entering the

8 Information developed with the Institutional Intelligence Tool of the Universidad Tecnológica de Pereira: Statistics and Indicators, Planning Office, «Historical Graduate», access on June 05, 2019, http://reportes.utp.edu.co/xmlpserver/publico/Planeacion/Boletin_estadistico/Graduados_Historico/. It should be noted that this tool counts a total of only 1819 graduates as graduates of the Faculty of Education Sciences in the period between 1966-I and 1994II. Nevertheless, the total number of graduates in this period would be 2,159, counting the 252 graduates of the Bachelor of Mathematics and Physics and the 88 of the Bachelor of Physics and Mathematics, who are counted in the figures for the Faculty of Basic Sciences. These last two figures correspond to the period between 1966-I and 1985-II, the year in which, as mentioned in footnote N ° 12 in this document, the Bachelor of Mathematics and Physics was transferred from the Faculty of Sciences from Education to the Faculty of Basic Sciences.

9 Later, professors Víctor Zuluaga, Luz Ángela Gómez, Gustavo Guarín, Alberto Berón and Olga Lucía Bedoya joined the program.

scene: the Ethnoeducation Program of the Ministry of National Education, approved in 1984; the declaration made with the 1991 Political Constitution that Colombia was a multi-ethnic and multicultural country; the issuance of Law 70 of 1993, which recognized the black communities of the Pacific and their right to collective ownership of the land; and Decree 804 of 1995, which came to regulate the provisions of Law 115 of 1994 -or General Law of Education- in the area of educational care for ethnic groups. (p. 145-146).

Having made this remark, we can affirm that this degree was designed for the preparation of graduates capable of guiding the training processes with ethnic communities and with the less favored social sectors, rather than to generate a differential higher education offers for ethnic communities (p. 172-176)¹⁰. In this way, it advocated the recognition of the sociocultural, economic and educational contexts in which there was a presence of ethnic groups and migrant population -generally from rural areas to the city-, along with knowledge of the processes of construction of the Nation-state in Colombia and the historical configuration of the population that inhabited the region of influence of the Faculty.

Likewise, the conjugation of the social sciences in the curriculum is to some extent evident, an aspect that could adduce to an interdisciplinary approach in the training of graduates, but which rather meant a new blurring of the disciplinary specificities of the social sciences within of the School of Social Sciences of the FCE-UTP, to the extent that, having distanced itself from the objectives of ethnoeducation enshrined in the regulations in

¹⁰ It should be clarified that in 1997 an expansion line of the Degree in Ethnoeducation and Community Development began to be offered, designed to prepare as graduates the teachers of the Purembará Indigenous Reservation Boarding School, located between the municipalities of Pueblo Rico and Mistrató, Risaralda. This line of expansion was consolidated as the Bachelor of Indigenous Education, which had a single cohort that ended in 2006 with a total of twenty-one (21) graduates, all teachers belonging to the Emberá Chamí indigenous community. Although this experience was derived from the Degree in Ethnoeducation and Community Development, only the Bachelor in Indigenous Education can be understood based on a differential higher education offers for ethnic groups.

force up to now in this matter (Valencia, 2016)¹¹, The Bachelor's Degree in Ethnoeducation and Community Development did not contribute –and to date is still indebted to it– pedagogical and epistemological reflections around issues such as self-education, interculturality, and ethnoeducation. This is not only a symptom of the low academic production and participation of students and teachers in settings typical of this field of studies but also of the loss of the particularities of the disciplines of social sciences in the curriculum, which has led to the professional profile of the graduates of this academic program is unclear, as stated by the peer evaluators of the Bachelor's Degree in their voluntary accreditation process in 2011 (Correa, Agudelo and Niño, 2018, p. 150-152).

Moreover, the disciplinary component of History did continue to be present in the academic work of the School of Social Sciences, no longer in terms of undergraduate degrees, but in postgraduate training, as we will see below.

1.1.3 A recent commitment to postgraduate training in History.

The Faculty of Educational Sciences of the UTP has had two postgraduate experiences in the field of history throughout its 52 years at the School of Social Sciences¹. The first was the Specialization in Contemporary History of Colombia and Regional Developments and the second the Master in History.

¹¹ Article 6 of Decree 804 of 1995 issued the following guidelines for the education of ethno-educators: a) Generate and appropriate the different elements that allow them to strengthen and stimulate the global life project in the communities of ethnic groups; b) Identify, design, and carry out research and promote tools that contribute to respect and develop the identity of the ethnic groups where they provide their services, within the framework of national diversity; c) Intensify the identification of their pedagogical forms and develop them through daily educational practice; d) Establish the permanent knowledge and use of the vernacular of the communities with their linguistic traditions, where they are going to perform; e) Acquire and assess the criteria, instruments, and means that allow to lead the construction and evaluation of the educational projects in the institutions where they will provide their services. Decree 804/1995, of May 18th, which regulates educational care for ethnic groups (Official Gazette No. 41853 of May 18th, 1995). For a better understanding of the distancing of the Degree in Ethnoeducation and Community Development of the UTP from these normative orientations..

The first program arose as a result of the need detected by FCE professors:

They identified at the beginning of the decade [of the nineties] that it was necessary to rethink the issue of the training of practicing teachers in the region, based on an academic offer that would provide them with a high-quality qualification and not only from the field of professionalization but also under the figure of specialization in specific areas and components of professional training and the promotion of investigative work (p. 153-154).

Such concern was in correspondence with what was stated in Law 30 of 1992, which considered specializations as a form of improvement in undergraduate training, and Masters and Doctorates as scenarios for the production of knowledge through research activities (Law 30/1992, of December 28). Thus, the Specialization was approved through Agreement No. 016 of May 18th, 1995 (Agreement 016/1995, of May 18, Of the UTP Superior Council, by which a Postgraduate Training program is approved. AUTP) with an emphasis on History Teaching and with a duration of 3 academic semesters.

The emphasis that the Specialization placed on the Teaching of History was complemented with a Marxist approach, since, as Professor Víctor Zuluaga comments, the study plan was designed under the scientific postulates of historical materialism, which was an of contemporary historiographic currents in vogue of the time (Correa, Agudelo and Niño, 2018, p. 156).

Some of the teachers who were part of this training process were: Víctor Zuluaga, Gustavo Guarín, Carlos Arnulfo Escobar, Morelia Pabón, Gildardo Rivera and Luz Ángela Gómez. Another important aspect worth mentioning are the areas that made up its curricular structure, which during its career was supported by external researchers such as Mauricio Archila, Albeiro Valencia Llano, Álvaro Fayad and César Augusto Ayala Diago.

The Specialization had a five-year existence at the UTP, which began in 1997 and ended in 2003. In that period, it managed to graduate two promotions with a total of 32 Specialists. In its last years, the program had severe administrative difficulties, which resulted in its definitive closure.

Six years later, at the initiative of Gustavo Guarín, Álvaro Acevedo Tarazona, Miguel Ángel Gómez, and Fernando Romero, the Master's Degree in History emerged intending to resume professional studies in this discipline, and as a response to an academic and research need in the field regional history, which has sought to fill the void in the historiographic production in the coffee region under the theoretical and methodological assumptions that the study of History implies at a professional and postgraduate level. This master's degree acquired administrative life with the promulgation of Agreement 68 of December 15th, 2009, of the Superior Council of the UTP, and obtained its qualified registration in 2010¹², starting its first cohort in 2011 with 15 students enrolled.

The master's in history began its academic work with the research modality. This emphasis carries a theoretical and historiographical base that groups in the curriculum the seminars of Memory and Nation, Nation and Region, Theories of History I and II, National, Regional, Urban and Environmental Historiography; a research base, which involves the seminars of the Office of the Historian and Research Project I, II and III in which students carry out their graduate work projects; and finally, a base of electives made up of History of Institutions and Sociabilities, Business History and Regional Elites, Cinema as a Didactic Tool in the Teaching of History, History on the Web: Museums, Libraries, and Documentary Sources, Microhistory and Daily Life, Historical Debates on Patronage and Violence in Colombia, Cultural Landscape in the Historical Perspective, Education, Conflict and Social Movements, Memory, Education

12 External Norm issued by the Ministry of National Education Resolution 5226 of June 25th, 2010.

and School Textbooks in Social Sciences («Proyecto Educativo del Programa» Maestría en Historia, Universidad Tecnológica de Pereira).

Those who have completed the Master's studies have focused their undergraduate work on the lines of research on the history of education, urban history, regional history and on the line of history and memory, all of them making important use of documentary sources such as the press and institutional archives.

The Master's degree final projects show a renewal in the local and regional historiography, a product of the academic effort of the Master's Degree, which acknowledges the investigation of issues specific to the city of Pereira or the Department of Risaralda, ranging from founding myths to the resignification of the role of women or ethnic communities, in the different spheres that make up society seen from a historical perspective.

Furthermore, since 2016, the Master in History has been offering the modality of deepening in Didactics of Social Sciences and History, which is based on the agreements developed with the Ministry of National Education -within the framework of the programs of Scholarships for Teaching Excellence- with the Secretary of Education of the Department of Caldas and other agreements with the Secretary of Municipal Education of the Mayor's Office of Pereira. Hence, those who enter this emphasis, for the most part, are practicing teachers who have as their base training degrees that are not necessarily located in the field of history or social sciences. This input issue favors interdisciplinary dialogue, which requires the faculty of the Master's degree to make an effort to qualify the reflection of learning in the specific field of the social sciences and history. Given this, a permanent monitoring strategy has been developed for the classroom projects of these teachers, which goes from the beginning of their training process to its culmination.

The curricular structure of this modality it is formed by the same theoretical and historiographic base of the emphasis on research, and a pedagogical research base that corresponds to the following classroom project seminars: Didactics of History, Didactics of Social Sciences and Pedagogy, and Classroom I and II Project («Proyecto Educativo del Programa» Maestría en Historia, Universidad Tecnológica de Pereira).

This viewing of the course of the Master's Degree in History in its two modalities invites us to think about the role of disciplinary education in History and Social Sciences at a postgraduate level in two ways: the first, concerning the investigative processes in said field, and the second, in the training of practicing teachers in the field of social and human sciences. This second element poses different challenges, among them, considering the teaching of history within Integrated Social Sciences in basic and secondary education¹³, which implies not only disciplinary training but also interdisciplinary training, in this regard we join Alcira Aguilera who proposes that:

It is not about a dispute between disciplinarity and interdisciplinarity, but about disciplinary training to think and act interdisciplinary when teaching and approaching social sciences. (Aguilera Morales, 2017, p. 15-27)

This idea leads to directly raise the need for curricular interaction between pedagogy and didactics, based on the disciplinary preparation of teachers to carry out both the teaching-learning process and the investigative processes that may arise in the classroom at any level of education.

Finally, all the educational processes of the Master's in History have been headed by its director, Dr. Jhon Jaime Correa

¹³ It is worth mentioning that this aspect has been the subject of debates at the national level, in which several elements were exposed, among them, the problem of the contents to be addressed in this subject, the methodologies and specific didactics of the school discipline, and the social function of historical knowledge in school.

Ramírez, and the Curricular Committee integrated by Dr. Sebastián Martínez Botero, Dr. Alberto Berón Ospina and Mg. Carlos Alfonso Victoria Mena, and has had in recent years the visit of professors from national and international universities such as Luis Ervin Prado (Universidad del Cauca), Andrés Castañeda (Universidad del Valle), Enrique Rodríguez

Caporali (ICESI), Albeiro Valencia Llano (Universidad de Caldas), Jefferson Jaramillo Marín (Pontificia Universidad Javeriana), Alexander Betancourt Mendieta (Unviersidad Autónoma de San Luis de Potosí), among others.

2. Conclusions

A little more than five decades have passed since the opening of the Faculty of Educational Sciences that enlightened the first bachelor's in social sciences in the city. In this path, both the Universidad Tecnológica de Pereira and the FCE have been transformed in various aspects ranging from their physical infrastructure to the training stakes that have been mediated by contextual needs. In this way, it can be read in this brief section on the history of the School of Social Sciences, that the curricula and content addressed in the training of graduates in social sciences went through a process of transition from national and anecdotal histories to plural stories, to the history-problem, in which the emphasis was no longer placed on the great feats of independence and the figures of the great men -the heroes-, but on the processes of nation-building, as well as on the discovery of subordinate actors who undoubtedly constitute other visions of history and the understanding of the present. Doubtless, this transition was also characterized in part by the dogmatic positions held by some teachers - and students - of the School linked to the discourses of the left-wing politics, but this also made it possible to bet on the formation of critical thinking committed to social transformation.

Still, although within the School of Social Sciences there have been professors such as Víctor Zuluaga, Carlos Ramiro Bravo, Luis Gildardo Rivera, interested in studying and working with the ethnic groups that are present in the department, no an academic tradition in this field has been consolidated. Research efforts have been individual, they have not had continuity over time, and they have not contributed to the consolidation of academic communities and, therefore, of a school that forges a specific field of study, a matter that is linked to the interactions between peers as well as –and necessarily– in its dissemination through pedagogical practice, in actions that put knowledge in circulation and renewal. Taking into account that knowledge is dynamic, not immobile or trapped, such interactions reveal an active process that is the foundation of an academic community. Instead, what has happened in the School of Social Sciences, except for some cases, is the construction of individual or intermittent initiatives: half academic communities.

Now, to refer to the most recent years and the field of history and its teaching at the FCE, we bring up the proposals of Alcira Aguilera, for whom history is constituted as the structuring axis of school social sciences, to the extent that other disciplines, methods and languages of other social sciences converge in it:

Given that history mobilizes knowledge from all areas, this discipline becomes the pedagogical axis par excellence for comprehensive training in social sciences, provided that teachers have sufficient flexibility to integrate the different analytical and historical dimensions of the various fields of the social sciences. (Aguilera, 2017, p. 19)

In this sense, the Master's Degree in History has demonstrated the capacity that exists from this disciplinary field to make interdisciplinary transits, based on the degree work of its students and the exercise of its graduates; besides, it has generated a training scenario that has begun to be a cultural project with

its offer in terms of the dissemination of disciplinary research in History, in different spaces of the city and the region such as colloquia, symposia, and other academic conferences. Likewise, the creation of the “Colección Editorial de la Maestría en Historia” and the journal *Ciencia Nueva*, and the gestation of the Graduate Networks of the postgrade, are aspects that have begun to consolidate as a joint strategy for communication between the union and the dissemination of the work of students, teachers, graduates and research groups attached to the academic program, which will necessarily translate into a commitment to the renewal of local and regional historiography.

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